

WYOMING COMMUNITY COLLEGES

Annual Performance Report: Core Indicators of Effectiveness 2005-2006



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Core Indicators of Effectiveness

Reporting Cycle

The *Core Indicators of Effectiveness Report* is compiled from a variety of sources. It is important to note that some of the data in this report are reported to the Wyoming Community College Commission every other year. The table below provides a breakdown of each information source used and indicates when these data are gathered and reported.

Information/Data Sources	Information/Data Collection Cycle	Most Current Data Available for Core Indicator Report:			Information/Data Used For Core Indicator
		2003-04 Report	2004-05 Report	2005-06 Report	
Entering Student Survey	Odd Years	2003-04	2003-04	2005-06	#1
Continuing Student Survey	Odd Years	2003-04	2003-04	2005-06	#1, #7
Transfer Student Survey	Even Years	2002-03	2004-05	2004-05	#1, #7
Graduate Survey	Even Years	2002-03	2004-05	2004-05	#1, #4, #7
DOE Employment Survey	Every Year	May 2002	May 2003	May 2003	#4
DOE Employer Satisfaction Survey	Odd Years	May 2002	May 2002	May 2004	#5
Integrated Postsecondary Education Data System (IPEDS)	Every Year	2003	2004	2005	#3
UW Transfer Student Report	Every Year	2003	2004	2005	#9, #10
Partnership Report	Every Year	2004	2005	2006	#13
College Data	Every Year	2003-04	2004-05	2005-06	#2, #3, #6, #7, #8, #11, #12

Core Indicators of Effectiveness

Results

Student Goal Attainment (#1): Students enroll in community colleges for a variety of reasons. When asked if they met their goal while attending the Wyoming community college, over 85% of graduate and transfer students who participated in satisfaction surveys (N=460) “agreed” or “strongly agreed” that their goal was met.

Persistence (Fall to Fall) (#2): Fifty-four percent of first-time fall 2005 students were still enrolled fall 2006.

Degree Completion Rates (#3): The colleges’ collective average of first-time, full-time degree or certificate seeking students that have graduated within three years is 31.4%

Placement Rate in the Workforce (#4): Of the 2,027 graduates for the 2002-2003 academic year, 69.9% had earnings in Wyoming or one of its data-sharing states one year after graduation.

Employer Assessment of Students (#5): In 2004, over 400 Wyoming employers rated their satisfaction with Wyoming community college graduates’ work skills as 8.4 on a 10-point scale (10 = Very Satisfied).

Licensure/Certification Pass Rates (#6): Graduates take examinations for health care certifications, cosmetology certifications, veterinary technician certifications, and horsemanship program certifications. When tracked, the overall pass rate for the students to obtain licenses and certifications is very high, 89-100 percent.

Client Assessment of Programs and Services (#7): Current students, transfer students and graduates were asked several questions pertaining to their satisfaction with college programs and services. Overall, the students rate the colleges with a high level of satisfaction. For example, over 88% of the 322 graduates surveyed “agreed” or “strongly agreed” that the Wyoming community college they attended did an excellent job preparing them for full-time work in their chosen career or profession.

Demonstration of Critical Literacy Skills (#8): Colleges reported on various assessment measures used to determine levels of skill in areas such as writing, mathematics, reading, critical thinking, and scientific reasoning. Overall, the students taking the examinations performed at or above the national averages on most measures.

Number and Rate Who Transfer (#10): 745 Wyoming community college students transferred to the University of Wyoming (UW) during the 2005-2006 academic year.

Performance After Transfer (#11): Wyoming community college students who transferred to UW performed equally well as transfers from other colleges to UW at the same time.

Success in Subsequent, Related Coursework (#12): Of those students that completed a developmental course in fall 2003, 32.0% completed a subsequent the college-level course one year later, 33.4% completed a college-level course in 5 semesters, and 41.1% completed a college-level course in 8 semesters (including summers).

Participation Rate in the Service Area (#13): A little over 4% of the state’s population was enrolled in a Wyoming community college during the fall 2004 semester, two points above the national average of 2.6%.

Responsiveness to Community Needs (#14): The *Partnership Report* available at www.communitycolleges.wy.edu summarizes the extent to which Wyoming community colleges are intertwined in their communities and the relationships that have developed to better serve their students and the state.

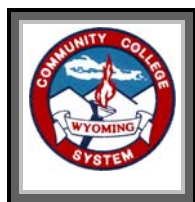
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Published February 2007

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Core Indicators of Effectiveness

Introduction

The *Core Indicators of Effectiveness Report* delineates the performance of Wyoming's community colleges as measured by the indicators set forth by the American Association of Community Colleges (AACC) and adopted by the seven Wyoming community colleges and the Wyoming Community College Commission. These indicators, while providing some flexibility regarding programs and services, provide guidance on consistent measurements of performance and success of community colleges. The AACC Core Indicators of Effectiveness for Community Colleges were developed on the premise that a college is effective when its outcomes match its mission and stakeholders' needs within the limits of costs and available resources.

The Wyoming Community College System has, over the past few years, collaboratively developed a system-wide management information system (MIS) and common survey questionnaires (entering student, continuing student, transfer student, and graduate student surveys). These data collection methods and others are used to respond to the Core Indicators of Effectiveness.

The core indicators are grouped into six mission categories which are consistent with the missions and goals of each of the seven Wyoming community colleges:

Mission 1 – Student Progress: Student success and achievement is measured by tracking both intent and behavior.

- **Core Indicator 1: Student Goal Attainment**
- **Core Indicator 2: Persistence (Fall to Fall)**
- **Core Indicator 3: Degree Completion Rates**

Mission 2 – Workforce Development: Focus is on meeting the dynamic needs of a diverse workforce.

- **Core Indicator 4: Placement Rate in the Workforce**
- **Core Indicator 5: Employer Assessment of Students**
- **Core Indicator 6: Licensure/Certification Pass Rates**
- **Core Indicator 7: Client Assessment of Programs and Services**

Mission 3 – General Education: Directed at building general skills and broad analytical capabilities to support competent functioning in everyday life.

- **Core Indicator 8: Demonstration of Critical Literacy Skills**
- **Core Indicator 9: Demonstration of Citizenship Skills**

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Mission 4 – Transfer Preparation: Tracking transfer patterns developed from a traditional assumption that students will quickly progress from high school, to community college to a baccalaureate pursuit.

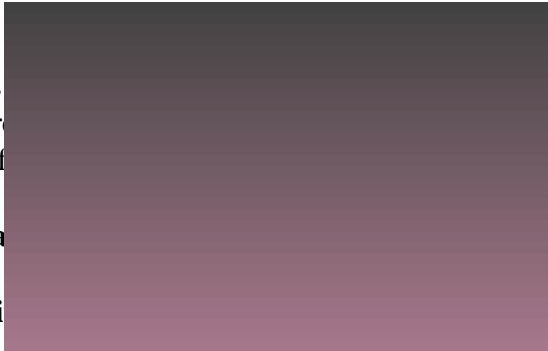
- **Core Indicator 10: Number and Rate Who Transfer**
- **Core Indicator 11: Performance After Transfer**

Mission 5 – Developmental Skills: Enhancing and reinforcing the skills of under-prepared students becomes essential to ensure success in subsequent college-level courses.

- **Core Indicator 12: Success in Subsequent, Related Coursework**

Mission 6 – Outreach: Based on the social, economic and cultural circumstances in each college's local setting, these relationships are unique and grow out of the specific needs of the college service area.

- **Core Indicator 13: Participation Rate in the Service Area**
- **Core Indicator 14: Responsiveness to Community Needs**



The results herein may be utilized to discuss current practices, recognize opportunities for growth, and track the progress of various improvements in program delivery and overall community college service.

Note Core Indicator 9:

Demonstration of Citizenship Skills is not included in this report. Although citizenship skills result from attendance at a community college, this particular measure is not specifically assessed. However, all students completing degrees will have completed course work on the U.S. and Wyoming constitutions.